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ABSTRACT

This lesson plan for elementary-age children studies some of the primary source documents and symbols of freedom which were and are important for the nation. The lesson plan uses the following documents: "The Mayflower Compact"; "The Declaration of Independence"; "The Constitution"; and the "Bill of Rights." It studies these symbols: the "Bald Eagle"; the "Fourth of July"; the "American Flag"; the "Liberty Bell"; "Independence Hall"; "Lady of Justice"; "Pledge of Allegiance"; "Statue of Liberty"; and "Uncle Sam." Each lesson provides a relevant student activity. Lists 18 print resources, four videos, and 14 Web sites. The teacher section addresses state standards; provides a detailed outline; and offers additional information and illustrations of the subject matter. (BT)

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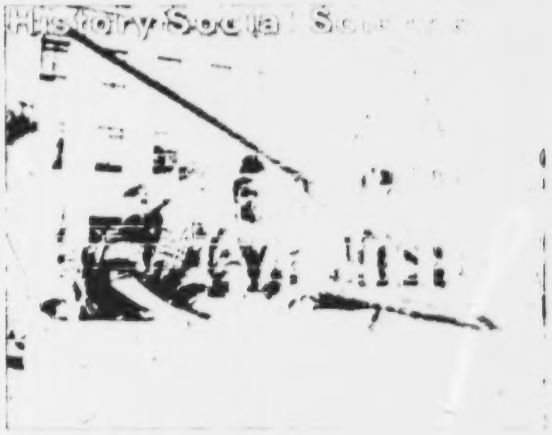

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Documents and Symbols of American Freedom

Elementary Grade Activity
by Dorothy Hutchens

SO 035 000

SCORE
San Bernardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

http://rims.k12.ca.us/symbols_freedom/index.html

2002

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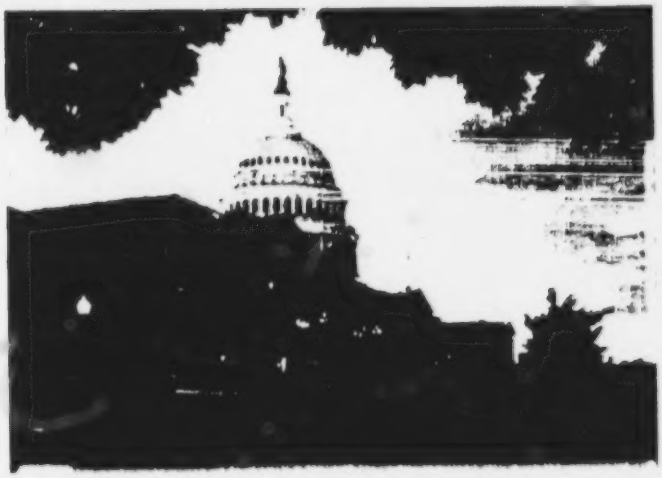
DOCUMENTS AND SYMBOLS OF AMERICAN FREEDOM



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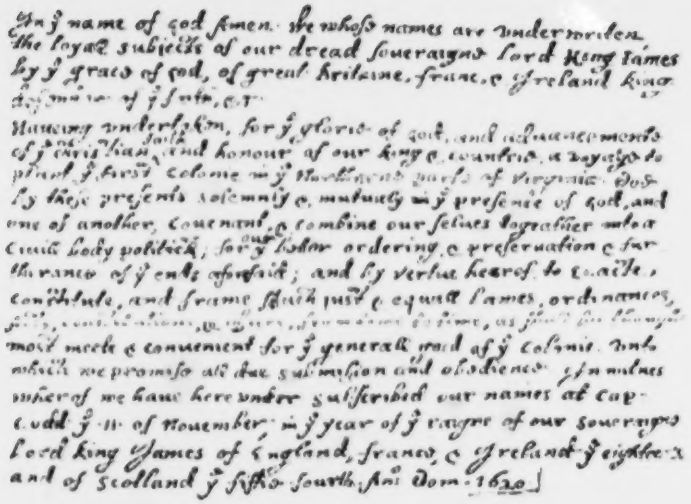
Documents of Our Freedom
Icon of Quill and Scroll



In ye name of god Amen. We whose names are underwriten, the loyall subjects of our dread soueraigne Lord King James by ye grace of god, of great Britaine, France, & Ireland King defendr &c. of ye faith, &c.

Hauing vndertaken, for ye glorie of god, and aduancement of ye christian faith, and honour of our king & countrie, a voyage to plant ye first colonie in ye Northerne parts of Virginia. Doe by these presents solemnly & mutualy in ye presence of god, and one of another, Couenant, & combine our selues togeather into a Ciuill body politick, for ye better ordering & preseruation & furtherance of ye ends aforesaid; and by vertue hearof to enacte, constitute, and frame such iust & equall lawes, ordinances, [illegible] most meete & conuenient for ye generall good of ye Colonie. Vnto which we promise all due submission and obedience. In witnes wherof we haue here vnder subscribed our names at Cape-Codd ye 11. of Nouember, in ye year of ye raigne of our soueraigne Lord king James of England, France, & Ireland ye eighteen and of Scotland ye fifty fourth, Ano Dom. 1620.

The Mayflower Compact

The Mayflower Compact was the first agreement for self-government to be created and enforced in America.

"The Pilgrims who sailed to the New World on the *Mayflower* had originally intended to settle in Virginia. When they landed in Massachusetts instead, in November 1620, they realized they were outside the jurisdiction of the Virginia charter. To establish their own authority and to aviod a possible mutiny, the Pilgrim leaders drew up and signed an aggreement known as the Mayflower Compact, which is reprinted below. The Mayflower Compact, which remained in effect until 1691, was he first written attampt at self government in American History."

On September 16, 1620 the Mayflower, a British ship, with 102 passengers, who called themselves Pilgrims, aboard sailed from Plymouth, England. They were bound for the New World. The voyage took 66 days. On November 21, 1620 the Mayflower reached the Cape Cod coast of America. The Pilgrim leaders persuaded 41 of the male adults aboard the ship to sign an agreement which would set up a government in Plymouth Colony. The agreement was called the Mayflower Compact.

Then a small group of men was sent out to explore the land and find a suitable site to build Plymouth Colony. It took the party time to find a good place to live. When they returned to the ship, the ship set sail again. On December 26 the Pilgrims on the Mayflower reached the site of modern day Plymouth, Massachusetts and decided to make

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this land their new home. These citizens in the New World began to live under the rules of the Mayflower Compact.

The original document of the Mayflower Compact has disappeared. William Bradford, the second governor of Plymouth Colony, wrote a history Of Plimoth Plantation. The version now available follow his spelling and punctuation.

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IN CONGRESS. JULY 4. 1776.

Declaration of Independence

The Declaration of Independence was written by the Founders of our nation. It is a special statement that explains why the colonists wanted to be independent.

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The Declaration of Independence is one of the most important documents in American history. It tells the major ideas that the Founders had about government. The Declaration also contains the Founders' complaints against the British king.

For many years after the colonists landed in the New World, the British government let the colonists govern themselves with little interference. Then in the 1760's, Britain began to tighten its control over the colonies. The British government began passing new laws which taxed the colonists and controlled their trade. The colonists became alarmed and thought these laws threatened their right to govern themselves. Because the colonists did not have the right to vote for people to represent them in the British government, they felt their rights were not being protected. The British felt just the opposite. They believed that since their government supported and defended the colonists, they had the right to tax the colonists and control their trade.

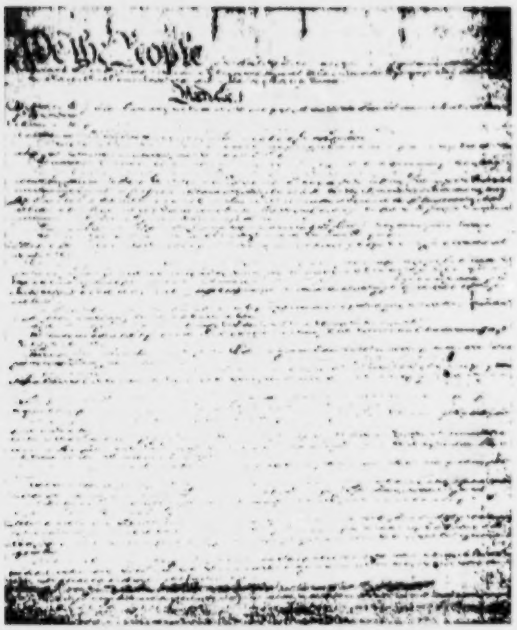
So in 1774, the colonists sent representatives to a meeting called the First Continental Congress to decide how to handle this problem. Some of the delegates to this meeting wanted to stop trading with Britain. Others wanted to fight the British. In April 1775 war broke out between Britain and the American colonies. This war was called the American Revolution. The thirteen colonies became the thirteen original states of our country.

Soon after the American Revolution began, the American colonists created a new government. In 1776 this new government, the Continental Congress formed a committee to tell People why the colonies wanted to be free. Thomas Jefferson [http://www.whitehouse.gov/history/presidents/tj3.html] was chosen to be the head of this committee. He was an excellent writer. Jefferson wrote a paper that became known as the Declaration of Independence. On July 4, 1776, the Declaration of Independence was signed by the members of the Continental Congress.

The Declaration of Independence is an important part of American democracy because first it contains the ideals or goals of our nation. Second it contains the complaints of the colonists against the British king. Third, it contains the arguments the colonists used to explain why they wanted to be free of British rule.

Student Activity

Now that you know about the Declaration of Independence, your job is to become one of the signers. Research one of the men who signed this important document. Find out his thoughts and feelings about independence and freedom. Discover what you can about where he was from, what kind of work he did, and his family life. You will role play him in a play that you and your classmates write about the signing of the Declaration of Independence. Then perform this play in your school.



The Constitution of the United States

After the Declaration of Independence was signed, our nation moved along to self-rule and independence. The colonies became the United States of America. There was now no national government. The members of the Continental Congress appointed a committee to write our nation's first constitution. It was a difficult job for the committee members because each state had its own needs and interests. Each state wanted different rules. Two major problems faced the committee. First there was the fear of a national government with too much power. Second was the fear that some states would have more power in the new government than other states. The committee chose to set up a weak national government with limited power. The states had more power than the national government. The constitution the committee wrote was called the Articles of Confederation.

The most important part of the new government was the legislature. It was called a Congress. Every state, rather large or small, had one vote in Congress. The Articles of Confederation were approved by the states in 1781. This document was our constitution for seven years.

In the Articles of Confederation each state agreed to be friends with all the other states. All the states agreed to work with the central government. But this central government could not raise taxes or make agreements with other countries. It could not print money. Each state was responsible for their own money and their own agreements with other countries.

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At first people liked the new rules in the Articles of Confederation. But problems arose and the states began to argue. Things were not going well. So the members of the Continental Congress called a meeting to change the rules.

This meeting took place in May 1787 in Philadelphia. All the states except Rhode Island sent delegates. The men met in Independence Hall. The men elected George Washington president of the meeting. It soon became clear that there were two sides in all the problems discussed. Two groups were naturally formed by the delegates. All summer long the delegates met to talk and to argue about the problems they faced. Slowly they worked out each problem, big and small. Each side gave a little and each side learned to compromise. Finally by September the delegates were ready to write a new plan of government.

A small group of men was elected to write the new set of rules. It would be called the Constitution of the United States. [http://www.nara.gov/exhall/charters/constitution/confath.html] James Madison and Alexander Hamilton were elected to the group. Governor Morris of New York wrote the Constitution by hand. Its opening statement called the Preamble explained why the new rules were being written.

The Constitution says that the central government should have three branches; the Legislative, the Executive, and the Judicial. Each of these branches has its own job in running the government. The Legislative branch makes the laws. The Executive branch makes certain that the laws are obeyed. The Judicial branch tells what the laws mean.

The Legislative branch has two parts. One is the Senate. The other is the House of Representatives. Two lawmakers from each state serve in the Senate. Representatives in the House are chosen on the basis of state population. Big states have more, but every state has at least one representative. Together the House of Representatives and the Senate are called the Congress.

The next part of the Constitution gives the rules for the executive branch. It says that the president is the leader of the executive branch. It also says that there must be a vice-president. Each of them serve a four year term and are elected by the citizens.

The next part of the Constitution gives the rules for the judicial branch. The document tells us that this branch will be made up of courts and judges. It tells us that the president chooses the judges, but the Senate must agree with the president's choices. The judges have their jobs for life.

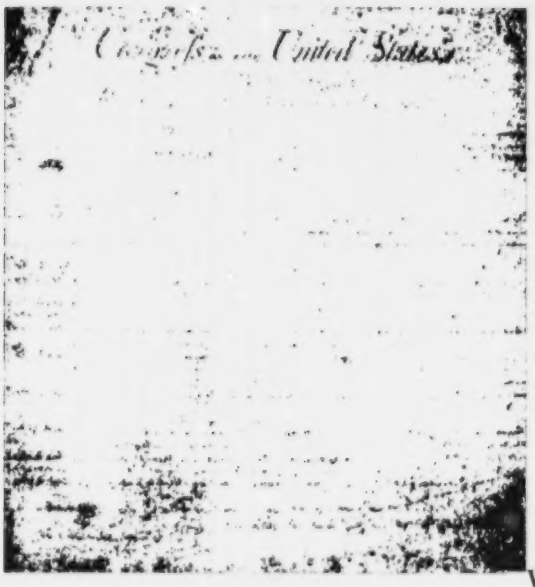
The rest of the constitution allows the states to make their own laws. These state laws must follow the laws of the central government. Then it tells how changes to the constitution may be made. These changes are called amendments.

The delegates talked and argued about the Constitution after it was written. Some of them still didn't agree with things in the constitution. Finally, on September 17, 1787, thirty-nine of the fifty-five delegates in Philadelphia signed the Constitution. Now the delegates

had to go back home to their states and convince the citizens to approve the new constitution. Delaware was the first state to approve the Constitution. New Hampshire was the ninth state to sign the Constitution in 1788.

Student Activity

Now that you know about the Constitution of the United States and the laws of our country, your job is to write an "I Am" poem. The directions for this poem can be found in the Student Worksheets Page. You need to think about what it means to live in this land where all the citizens have freedom. You need to think about events that have happened to make us see how important freedom is. If you are from another country, think about and compare freedom in the United States and the country from which you came. then write your poem.



The Bill of Rights

When the Constitution was finally signed by enough states to make it the law, many people still thought that it did not say enough about the rights of the people. Patrick Henry was one of the people who did not agree with it. He said the new Constitution gave the central government too much power. So again, two groups were formed to work out the problems. Finally everyone agreed that a list of freedoms should be added to the Constitution. Everyone agreed that a list would be added. In 1791, ten amendments which are called the Bill of Rights were added to the Constitution. This Bill of Rights gave many freedoms to the citizens. http://www.nara.gov/exhall/charters/billrights/billmain.html

The first amendment lists five important freedoms for American citizens.

- All Americans may attend any church and worship as they wish.
- All Americans may write about whatever they want.
- All Americans may say whatever they want.
- All Americans may get together "peaceably" whenever they want.
- All Americans may tell their governments how they want things changed.

The other amendments in the Bill of Rights gives Americans these freedoms

- They protect Americans against unfair arrests.
- They protect Americans against unfair trials.
- They protect Americans against cruel punishments.
- They protect American homes.
- They protect American families.

A lot has happened in our country since the constitution was created. When the Constitution of the United States was written, there were only thirteen states. Now there are fifty states in the union. At the time the Constitution was written, most Americans

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lived on farms. Today most people live in cities. Life in America has changed very much in the past two hundred years.

The one thing that has not changed is the Constitution. It has stayed about the same. Amendments have been added as the need arose. The Constitution has worked well for Americans in peacetime and wartime. It is a strong law. It has held our country together and given all Americans a common bond.

Student Activity

Now that you know about the Bill of Rights, you have two activities you can do.

- **1. Research a trial which is about one of the rights in the Bill of Rights. Ask your teacher where you can look for materials to research. After you have done research, then you can work with a group of classmates and do a trial in your class. Find out what characters you need in your trial. Think about how each of the characters who think and how they would act. Have all the class participate as jurors, witnesses, lawyers, etc.**
- **2. Make a story board about the Bill of Rights. Directions for making a storyboard are in the Student Worksheets Page. Use pictures and captions on your storyboard.**

Symbols of Our Freedom

Introduction

All of us live in a world where symbols convey meaning in an instant. Any small child in the United States would recognize the theme song and the characters from Sesame Street. Every teenager would know that the golden arches represent a nearby McDonalds restaurant. Adults in our country recognize the donkey and the elephant as symbols of the Democratic and Republican political Parties.

Symbols surround each of us twenty-four hours every day. These symbols convey meanings of countless things in our everyday life. They bring vivid images of the object they represent to our minds immediately. Then the symbol lingers in our minds to keep that object in our vision. The symbol helps us connect our feelings to that object or event. Giving constant reminders is the purpose of symbols.

Every country in the world has symbols that give its citizens a sense of national pride.

Among those symbols is a flag. There are other symbols each country adopts to give their people a common bond of pride.

In the United States of America we have our national flag which is called the **Star Spangled Banner** and our national anthem which is also called the **Star Spangled Banner**. Our national bird, the **Bald Eagle** http://bensguide.gpo.gov/3-5/symbols/eagle.html is another symbol. The **Pledge of Allegiance,** the **Liberty Bell** http://bensguide.gpo.gov/3-5/symbols/libertybell.html, **Independence Hall http://bensguide.gpo.gov/3-5/symbols/independencehall.html, 4th of July,** the **Statue of Liberty, Blind Lady Justice,** and the **White House** are some of the other symbols which bond our citizens together and give us a feeling of national pride.

Investigate the symbols below by reading the attached information.

Bald Eagle
4th of July
The American Flag
Independence Hall
Liberty Bell
Lady Justice
The Star Spangled Banner
Uncle Sam
The Pledge of Allegiance
Statue of Liberty

The Bald Eagle

Congress chose the **American Bald Eagle** to be our national bird in 1784. http://bensguide.gpo.gov/3-5/symbols/eagle.html Benjamin Franklin thought that the wild turkey would be a better symbol because it was a much more respectable bird. The other members of Congress did not agree with Mr. Franklin. Congress voted for the Bald Eagle.

The bald eagle has always been a symbol of strength, skill, and bravery. The bald eagle is not really bald at all. It only looks bald because the feathers on its head are white. The rest of its feathers are dark. From a distance it looks as if it doesn't have any color on its head. This makes its head seem bald. This large, powerful bird has excellent eyesight. It can see an object two miles away and fly straight to it.

The Bald Eagle was on the endangered list for many years because of insecticides used to kill unwanted insects. These chemicals also harmed the bald eagles. The bald eagle population has slowly recovered. This bird was taken off the endangered list in 1995.

Today the Bald Eagle is on two coins, the quarter and the half dollar. It is also on the President's flag and on army and navy uniforms.

Student Activity

Now that you know about our national bird, you need to find out about the state bird, animal, and flower in the state where you live. Ask your teacher where you could find information about your state symbols. Then you can draw a picture of each symbol and write a caption for your picture. You might want to work in a group of students.

Fourth of July

Independence Day, July 4th, is the most important holiday in the United States. It celebrates the adoption of the Declaration of Independence by the Second Continental Congress on July 4, 1776. The day has always been the occasion for parades and patriotic speeches and for every variety of noisy jubilation. In fact, the firing of cannon and fireworks caused so many injuries, by the early 1900's, ordinances forbidding private pyrotechnics were passed in many cities. Today, Fourth of July fireworks are largely handled by professionals.

Our American Flag

The Flag

In our nation no other symbol is as honored or revered as much as the United States Flag. It is also called **"Old Glory"** and the **"Star Spangled Banner"**. http://bensguide.gpo.gov/3-5/symbols/flag.html Not only does it symbolize our freedom and liberties, but it also stands for the foundation upon which our government is built.

The use of flags as symbols dates back as far as 1122 B.C. in China. Emperor Chou had a white flag carried in front of him. This flag symbolized his royalty and importance. The navy of

Athens, Greece flew a purple flag in the early fifth century B.C. The early flags were usually used as a sign of battle or a personal sign of the king for whom the soldiers were fighting. Flags were used to identify soldiers in battle. At first the flag or insignia was

worn on the front and back of the soldier's armor. Flags did not become symbols of nations until centuries later.

The first flag of the United States, the Grand Union Flag, was sometimes called the Cambridge Flag because General George Washington raised this flag in January of 1776 at Cambridge, Massachusetts. The cannon of this flag contained the Union Jack of Great Britain and thirteen alternating red and white stripes to represent the original colonies.

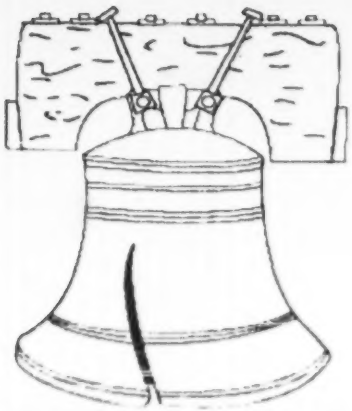
The Continental Congress passed a resolution on June 14, 1777 declaring the next national flag. It had thirteen alternating red and white stripes and a circle of white stars on a background of blue. It was called the Stars and Stripes.

The next flag was introduced when Vermont and Kentucky became the first two states added to the Union after the original thirteen. Two more stars and two more stripes were added to this flag. This is the very large flag which was sewn by seamstress, Mary Pickersgill. It flew over **Fort McHenry** [http://rims.k12.ca.us/symbols_freedom/images/baltimoremap.jpg] in the harbor near Baltimore on the night of the September 14, 1814 battle. The sight of this flag still flying inspired **Francis Scott Key** to write the poem, **"The Defense of Fort McHenry"** which became the **Star Spangled Banner**. This poem later became our national anthem. This flag was also named the **Star Spangled Banner**. It was our national flag from 1795 to 1818. http://www.usflag.org

On April 4, 1818 Congress passed a law returning our flag to the original thirteen stripes and a star for each state in the Union.

Student Activity

Now you are ready to design a school or classrom flag of your own. Think about the colors used in most flags and why those colors are important. Hang your flag up where everyone at your school can see it.



The Liberty Bell

The **Liberty Bell** is a treasured symbol of the early days of American independence. It was rung on July 8, 1776 with other church bells to announce the adoption of the Declaration of Independence. http://bensguide.gpo.gov/3-5/symbols/libertybell.html

The citizens of Pennsylvania paid about $300 in 1752 to have it built for their State House. The bell was first cast in England and sent by ship to the colony of Pennsylvania. It cracked when it was rung shortly after its arrival in America. It was recast by local craftsmen in Philadelphia from the same metal in 1753. The same **inscription**, "Proclaim Liberty throughout all the land unto all the inhabitants thereof" was put on the bell. This saying is from the Bible (Leviticus 25:10). This bell also proved to be defective. A third bell was cast by John Pass and John Stowe. Their names appear on the bell along with the city and date. The bell was hung in the tower of Independence Hall on June 7, 1753. During the American Revolution in 1777 it was taken out of the tower for safe keeping when the British troops captured Philadelphia. It was moved to Zion's Reformed Church in Allentown. In 1778 the bell was returned to Independence Hall.

The bell rang each year on the anniversary of the adoption of the Declaration of Independence until 1835. The bell broke again on July 8th of that year while being rung during the funeral of John Marshall, chief justice of the United States. The crack in the bell affected the sound of the bell. The bell was last rung on February 23, 1846 for George Washington's birthday.

On January 1, 1976 the Liberty Bell was moved to its new home at the Liberty Bell Pavilion on Market Street near Independence Hall.

Student Activity

Do more research on where, why, and why the Bell was made. Ask your teacher where to find information.

Independence Hall

This symbol of our freedom is located in Philadelphia, Pennsylvania. It was built as the State House of Pennsylvania sometime between 1732 and 1756. The colonists who were the Founding Fathers of the United States of America met in this building to plan the future of our new nation.

Many of the most important documents in our history were written at **Independence Hall**.[http://bensguide.gpo.gov/3-5/symbols/independencehall.html] Patriots met for the Second Continental Congress in the Hall in May, 1775. They chose George Washington to be Commander in Chief of the Continental Army at that time. Here in this building John Hancock signed the Declaration of Independence. The Articles of Confederation were ratified at the Hall in 1781. In 1787 a group of men met at Independence Hall to change the laws of the Articles of Confederation. These delegates chose George Washington, whom they all trusted, to be president of this meeting. Instead of changing the laws in the Articles of Confederation, the delegates decided to write a new document. This document became the **Constitution of the United States**. Our new Constitution was written and signed here at Independence Hall on September 17, 1787.

Independence Hall was also the home of the Liberty Bell for over 200 years.

Student Activity

Now that you know about the signing of the Declaration of Independence and Independence Hall, you can work in a group and create a play about this important event. Then have your teacher video tape your play. Invite your parents to school to view the video tape.

The Star Spangled Banner
(Our National Anthem)

In the **War of 1812**, it was at the battle for the harbor, **Fort McHenry**, and the city of Baltimore that the poem, **"The Defense of Fort McHenry"** was written by **Francis Scott Key**. It was on the night of September 13, 1814. The poem later became our national anthem which is called the **Star Spangled Banner**. http://bensguide.gpo.gov/3-5/symbols/anthem.html

British Admiral George Cochrane began a bombardment of the harbor and Fort McHenry at dawn on September 13th. This bombing lasted 24 hours and produced a **spectacular** light show in the night sky. (The show was probably much like our 4th of July fireworks shows). Francis Scott Key watched this show from his ship, the *Minden*, where he was being held captive until the bombardment was finished. Key was so inspired by the fireworks in the sky and the sight of our flag still standing over Fort McHenry that he wrote the poem.

Francis Scott Key, a young lawyer from Georgetown, was in the area to get the release of his friend, Dr. Beanes from the British. Dr. Beanes had led a local citizen group which jailed British soldiers. He was arrested and charged with attacking a British soldier with his pistol. After his capture, Dr. Beanes was taken aboard the British ship, *Surprise*, which was anchored in the Baltimore harbor.

When Francis Scott key heard about this arrest, he and another friend, John S. Skinner, brought a note with them from President James Madison to get Dr. Beanes released. Admiral Cochrane didn't want to listen to Key's arguments. But Key finally convinced

the British Admiral to spare Dr. Beanes' life because he had always given wounded British soldiers very good care.

Because Key, Skinner, and Beanes had seen the British fleet preparing for the attack. Admiral Cochrane would not allow them to return to land. He was afraid they would tell the American army about the British plans. So, he ordered the three men back to their ship, the *Minden*, to stay until after the attack.

While on the Minden in the harbor, Key watched the battle and the lights in the sky. By the dawn's early light, Key could still see the stars and stripes of our flag flying over the fort. Fort McHenry had not fallen. At that moment Key began to write his poem which he finished later that night at his hotel, the Indian Queen Hotel.

Key's brother-in-law, Judge Joseph H. Nicholsen, had the poem set in type and printed. Judge Nicholsen suggested that the poem could be sung to the tune of **"Anacreon in Heaven"**, a song composed in England in the 1770's and sung across America in taverns. By 1889 it had become the unofficial national anthem. On March 3, 1931 the United States Congress proclaimed "The Star Spangled Banner" as the official national anthem of the United States of America.

Student Activity

Now that you know about our national anthem, it is time for you to do some activities. Here are three activites for you to do.

- **1. Create a "Found Poem" from the text of the Star Spangled Banner. You will find the directions forthis activity in the Student Worksheets Page. work in groups of students.**
- **2. Draw an illustration for your Found Poem or the text of the Star Spangled Banner.**
- **3. Compare national anthems from other countries with our national anthem. You will find New Zealand and Pakistan's national anthems in the Student Worksheets Page.**

Lady of Justice

The origin may be Themis, a Greek mythological goddess. One of the Titans, pre-Hellenic nature deities born to Uranus and Ge, she remained and advised Zeus after his purge of the old pantheon. In depictions of her, she carries the scales of justice in one hand and a sword in the other, her eyes covered. She became an oracle at Delphi, and became known as a goddess of divine justice.

A daughter of Themis and Zeus, Dike, known as a goddess of justice but not divine justice, presided over the apportionment of things among mortals, the protection of individuals and the keeping of social and political order. She carried a sword without a scale of justice. At times Dike is said to be the same (or is she confused with?) Astraea. Astraea is also said to be a daughter of Themis and Zeus and is known as a goddess of justice. Also known as daughter of Eos and Astraeus 1, her head was crowned with ears of grain and for its measure carried a balance or scale. Astraea was the last of the immortals to leave earth after the Golden Age. She has also been called a goddess of purity and innocence. She became the constellation Virgo. Dike left earth when the Race of Bronze was born.

The Egyptians honored Maat, the daughter of the sun god, Ra. She also carried a sword but without a scale of justice.

Justitia, a Roman goddess of justice, wore a blindfold. She had been depicted with sword and scales, but was not always so.

Representations of the Lady of Justice in the Western tradition occur in many places and at many times. She sometimes wears a blindfold, more so in Europe, but more often she appears without one. She usually carries a sword and scales. Almost always draped in flowing robes, mature but not old, no longer commonly known as Themis, she symbolizes the fair and equal administration of the law, without corruption, avarice, prejudice, or favor.

The Pledge of Allegiance

The **Pledge of Allegiance** honors our flag, the Star Spangled Banner, and our country.

The original pledge to the flag was co-written by Francis Bellamy and James B. Upham of the Boston based magazine, ***The Youth's Companion***. Mr. Upham was head of the circulation department of the magazine and Mr. Bellamy was a coworker of his. Francis Bellamy is more generally credited with the writing of the pledge. The Pledge first appeared in the September 8, 1892 issue of the magazine.

President Benjamin Harrison wanted the public schools to celebrate the 400th anniversary of Christopher Columbus' landing and the discovery of America. School children said the Pledge to the Flag for the first time after it was printed in *The Youth's Companion*. Today, school children all over America say the Pledge every morning to began their school day.

Since that original pledge appeared in print over a century ago, the Pledge of Allegiance has changed very little. Actually only eight new words have been added to the original.

Below is the original Pledge to the Flag and the Pledge we say today.

Original Version

"I pledge allegiance to my flag and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

Today's Version

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Student Activity

Now that you know what a pledge is, it is time for you to create a pledge for your classroom.Think about how you would like to be treated and how you would like everyone else treated. Think what are the important rules you want obeyed.

The Statue of Liberty

The **Statue of Liberty** was a gift of friendship from the people of France to the United States of America. A French sculptor, **Frederic Auguste Bartholdi**, visited America in 1871 and found the perfect place for the statue he wanted to build. The place was Bedloe's Island in the New York Harbor.

When Bartholdi returned to Paris, he started making sketches and some small models of the statue he wanted to build. He decided the statue would be a woman called Liberty. She would always be a symbol of freedom in the New World. She would be ***Liberty Enlightening the world.***

Bartholdi wanted the statue to be very large and very strong becuase he wanted the people who visited her to climb up in the statue. He wanted them to be able to look out over the harbor from the crown and torch.

When Bartholdi found a sketch and a model he liked, he began building the statue. First he built a huge skeleton from strong steel. Then he had many people work together in a large workshop on Liberty's head and crown. Other people worked on her right hand which would hold the torch. Bartholdi decided that Liberty would hold a tablet with the date **July 4, 1776** on it in her left hand.

When the arm holding the torch was finished, it was sent to America for our nation's 100th birthday celebration in1876. At this same time Liberty's head was shown at the World's Fair in Paris. Liberty's arm holding the torch stood in New York's Madison Square for many years.

All this time Bartholdi kept working on the rest of the statue. He put a skin of gleaming copper held in place by iron straps on the **skeleton**. The people of Paris watched as the huge statue grew in their city. Finally in 1884, Liberty was completed.

Then the hard work of taking the statue apart for the long trip across the Atlantic Ocean. Each piece of the statue was put in a crate and marked. There were 214 crates that were put on a ship to sail to America.

Meanwhile the American people had lost interest in the statue and money had run out for the work on Bedloe's Island. The base or **pedestal** for the statue was not finished. A New York newspaper got the American people excited about the statue again and helped raise money to complete the base. People, including children, all over our country sent whatever money they could to help. The ship carrying the statue reached New York in 1885. Soon the pedestal was completed and piece by piece the skeleton of the statue was raised. After that the copper skin was riveted back in place.

In 1886 Liberty was standing on Bedloe's Island. A celebration was held. Speeches were read and songs were sung. Bartholdi unveiled Liberty's face for every one to see. Then President Grover Cleveland gave a speech. Our nation had a new symbol of freedom!

Student Activities

Look in the teacher lesson page to find out activites you can do about the Statue of Liberty. You will also find activites you can do about other modern symbols such as: Washington D.C., the Whitehouse, Washington Monument, Lincoln Memorial, Jefferson Monuments, and other modern monument. You will also find activities you can do about songs that are symbols and holidays that celebrate freedom. Good hunting!!

"Uncle Sam"

"Uncle Sam" [http://www.boondocksnet.com/gallery/us_intro.html]is a cartoon character that symbolizes the United States. This name was first used as an unfriendly nickname for the U.S. government during the War of 1812. People in upper New York and Vermont who were against the war used the nickname. "Uncle Sam" is believed to have come from the large initials U.S. that an army meat inspector, Samuel Wilson stamped on barrels of salted meat. The nickname first appeared in a Troy, New York newspaper in 1813. It spread rapidly across the new country. The nickname was found in a 1816 book, *The Adventures of Uncle Sam*.

Uncle Sam's costume is decorated with stars and stripes and a top hat. This costume was created in cartoons in the 1830's. An 1800's clown, Dan Rice, made the costume popular. Congress passed a resolution which recognized Uncle Sam as a national symbol in 1961.

Student Activity

Look in magazines, newspapers, books, and posters to find other pictures of this symbol. Use an encylopedia to find out how this character has changed over the years since 1813.

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Glossary

A

Amendment:

A change or addition that is made to a law or a bill.

American Revolution :

The American colonies' war for freedom and independence from Great Britain. It lasted from 1775 to 1781.

"Anacreon in Heaven":

A song which was written in England in the 1770's. It is the tune to which we sing our national anthem, "The Star Spangled Banner".

Articles of Confederation:

This was the first constitution of the United States. It was adopted in 1781 and was replaced by our present constitution in 1788.

B

Bald Eagle:

This symbol is our national bird. Congress chose it in 1784 because it represents strength, skill, and bravery.

Bill of Rights:

These are the first ten laws called amendments that were added to the Constitution. These laws protect the rights of all Americans.

C

Cambridge Flag:

This is another name used for the first flag of the United States. It flew over Cambridge, Massachusetts in 1776.

Cannon:

In this unit, the word cannon means the upper left hand corner of the flag. It is the area on our national flag that has a dark blue background with white stars on it.

Compromise:

There are two sides to an argument. When a person compromises, he learns to listen to the other person. The two people talk about the disagreement and they come to a decision both of them can agree upon.

Congress:

A group of lawmakers who are elected by the people to make the laws of the land.

Constitution of the United States of America:

It is the document that is the main law of the United States. Every other law in the United States must agree with it.

D

Declaration of Independence:

It is the document that our Founding Fathers wrote to tell why the colonists wanted to be independent and free. It told about the main ideals and goals we wanted for our new nation. It also told what the colonists did not like what the British king was doing and why they did not like the things the king was doing.

E

Executive Branch:

This is one of the three branches of the United States government. It is the branch that makes sure the laws written by the Legislative Branch are obeyed. The president of the United States is the leader of this branch. The president has a vice-president to help him. They are each elected by the people for a four year term.

F

First Continental Congress :

The national legislature which governed the American colonies from 1774 until the adoption of the Articles of Confederation was called the First Continental Congress.

Francis Scott Key:

This man was the author of a poem, "The Defense of Fort McHenry" which became our national anthem. He wrote the poem while watching the battle of Fort McHenry in the Revolutionary War. He was under arrest in a ship in the harbor. He was inspired by the sight of the bombs bursting in the air and the sight of the flag still standing after the bombing stopped.

Frederic Auguste Bartholdi:

He was the young French sculptor who designed and created the Statue of Liberty. He workedon thc statue from 1781 to 1886.

G

George Washington:

He was an important general in the American Revolution. He was the leader of the Continental Army. He also was elected to be the first President of the United States.

Grand Union Flag:

This was the first flag of the United States. This flag was first raised by General George Washington over Cambridge, Massachusetts in January of 1776.

I

Independence Hall:

This is a famous meeting place in Philadelphia where many of our important documents of freedom were created and signed. Independence Hall was built as the State Hall for the colony of Pennsylvania. It is now a national museum.

Inscription:

Something such as words that are carved or written on stone or some other hard surface.

Insignia:

This is a badge of honor. It is a mark that shows a symbol of importance. It could be special sign, a flag, a coat of arms, or something else similar.

J

Judicial Branch:

This is one of the three branches of the United States government. This branch tells what the laws written by the Legislative Branch mean. The Judicial Branch is made up of courts and judges. It makes sure that all citizens who are accused of breaking a law are given a fair and just trial.

July 4th:

July 4, 1776 is the date that the Declaration of Independence was adopted by Congress. It is a national holiday for American citizens. We celebrate our freedom on this day.

L

Legislative Branch:

This is one of the three branches of the United States government. The Legislative Branch is made up of two parts, the Senate and the House of Representatives. These two groups write the laws of our nation.

Legislature:

A group of people who can make, change, or repeal the laws of a country or state.

Liberty Enlightening the World:

This is the name that Frederic Auguste Bartholdi gave the Statue of Liberty when he was building it.

M

Mayflower Compact:

The mayflower compact was the first agreement the pilgrims wrote to govern themselves in the New World. It was written on the ship, the Mayflower, when the pilgrims landed in America.

O

Old Glory:

This is another name for our national flag.

P

Pedestal:

The support or base for a column or statue. It is the bottom part on which the statue or column stands.

Pledge of Allegiance:

It is a statement that United States citizens say to honor our flag. The right hand is held over the heart while the pledge is being said. People in the military salute the flag while they are saying the pledge.

Plimouth Plantation:

The colony the pilgrims established in southeastern Massachusetts when they landed in America in 1620.

Preamble:

The Preamble is the introduction to the Constitution. In the Preamble the Framers of the Constitution said two things. 1. It was stated that the people established a government. 2. The purposes of the government were listed.

S

Skeleton:

The supporting framework of a building, ship, and so forth. The skeleton of the Statue of Liberty was made of strong steel.

Spectacular:

Something that is thrilling and not often seen.. Something that is very big and outstanding.

Stars and Stripes:

This is the name which was given to our present flag. This flag which has thirteen alternating red and white stripes with dark blue cannon that had a circle of thirteen white stars. This flag was adopted by Congress on June 14, 1777.

Star Spangled Banner:

This phrase has two meanings. 1. It is the name of our national anthem which is a poem written by Francis Scott Key. 2. It is also another name for our national flag.

Statue of Liberty:

It is a symbol of our freedom. It is a statue which was created by a French sculptor, Frederic Auguste Bartholdi. It was given as a gift to the people of the United States by the French people.

It stands on Bedloe's Island in the New York harbor. It was put on the island and dedicated in 1886.

T

The Defense of Fort McHenry:

This is the poem that Francis Scott Key wrote the night he watched the battle of Fort McHenry. It became our national anthem.

The Youth's Companion:

This was the Boston magazine that published the first Pledge of Allegiance on September 8, 1892.

U

Uncle Sam:

It is the nickname used for a cartoon character that symbols the United States. It was first used in the War of 1812. Congress passed a resolution which recognized Uncle Sam as a national symbol in 1961.

United States of America:

When the colonists decided to become an independent nation, they decided to called themselves the United States instead of colonies. The thirteen colonies became the United States of America.

W

White House:

The White House is the home of the president of the United States. The president lives and works there. It is in Washington D.C. The president has private living quarters there. There are also rooms for public meetings and affairs. Part of the house is open to the public and people can go through that part on scheduled tours. The White House belongs to every American citizen.

Resource Page

Cohn, Amy L., (Compiler). ***From Sea to Shining Sea*** , A Treasury of American Folklore and Folk Songs. New York: Scholastic Inc., 1993. ISBN 0-590-42868. This is a teacher resource book that is beautifully illustrated fifteen Caldecott winning artists. It has an outstanding collection of folk tales and folk songs.

Colman, Warren, ***The Bill of Rights,*** A New True Book. Chicago: Childrens Press, 1987. ISBN 0-516-01232-0. The text in this book is easy for 3rd graders and English Language Learners to read and understand. It could be used for guided reading. It comes in paperback.

Colman, Warren, ***The Constitution, A New True Book***. Chicago: Childrens Press, 1987, ISBN 0-516-01231-2. The text in this book is easy for 3rd graders and English Language Learners to read and understand. It could be used for guided reading. It comes in paperback.

Greene, Carol, ***Congress, A New True Book.***. Chicago: Childrens Press, 1985, ISBN 0-516-01939-2. This book explains how the legislative branch of the government works. It is an easy text for 3rd graders and English Language Learners to read and understand. It could be used for guided reading. It comes in paperback.

Greene, Carol, ***Presidents,*** A new True Book. Chicago: Childrens Press, 1984, ISBN 0-516-01928-7. This book explains how the executive branch of the government works and what the president's job is. It is an easy text for 3rd graders and English Language Learners to read and understand. It could be used for guided reading. It comes in paperback.

Hakim, Joy, ***A History of US, Book 2, Making Thirteen Colonies***. New York: Oxford University Press, 1993, ISBN 0-19-507748-2. This book is at 5th grade reading level. It is one of a series of 10 books. The text is accurate and is exciting and interesting for children to read.

Hakim, Joy, ***A History of US, Book 3, From Colonies to Country.*** New York: Oxford University Press, 1993, ISBN 0-19-507750-4. This book is at 5th grade reading level. It is one of a series of ten books. The text brings history alive and is exciting for children to read.

Hakim, Joy, ***A History of US, Book 4, The New Nation.*** New York: Oxford University Press, 1993, ISBN 0-19-507752-0. This book is a 5th grade reading level. It is one of a series of ten books. It holds the child's interest and makes history come alive for him.

Hoeber, Margaret, ***Our Flag, Capital, and Government,*** Duplicating Masters. Palos Verdes Estates, CA., Frank Schaffer Publications, Inc., 1988. This is a teacher resource book that has masters you can either copy or duplicate. Third graders can read ,

understand and work these masters independently. They are also good for English Language Learners.

KIDS DISCOVER, American Revolution, a magazine published monthly. New York: KIDS DISCOVER, NY, ISBN 1054-2868. It is written at 5th grade reading level. It is full of beautiful colored illustrations with captions. It has a time line from April 19, 1775 to November 1783. It tells about events and people of the Revolutionary era.

Maestro, Betsy and Giulio, ***The Story of the Statue of Liberty.*** New York: Mulberry Books, a division of William Morrow & Company, 1986, ISBN 0-688-08746-9. This book is a readable text for 3rd graders and English Language Learners. It is a well written factual book for children to read. It has wonderful illustrations to go with the text. It comes in paperback.

Our Flag, Joint Committee on Printing, United States Congress. Washington D.C. 1998. S. Doc. 105-013. Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402.

Rife, Douglas M., ***Bill of Rights***, History Speaks. Carthage, IL., Teaching & Learning Company, 1997, ISBN 1-57310-079-X. This is one of a series of six teacher resource books written by Rife. . It has great information that can be copied for the classroom. It also has lots of black line masters ready to copy for student use.

Rife, Douglas M., ***Declaration of Independence,*** History Speaks. Carthage, IL., Teaching & Learning Company, 1997, ISBN 1-57310-077-3. This is one of a series of six teacher resource books written by Rife. It has great information that can be copied for the classroom. It also has lots of black line masters ready to copy for student use.

Rife, Douglas M., ***Pledge of Allegiance***, History Speaks. Carthage, IL., Teaching & Learning Company, 1998, ISBN 1-57310-128-1. This is one of a series of six teacher resource books written by Rife. It has great information that can be copied for the classroom. It also has lots of black line masters ready to copy for student use.

Rife, Douglas M., ***Preamble to the U.S. Constitution,*** History Speaks. Carthage, IL., Teaching & Learning Company, 1998, ISBN 1-57310-129-X. This is one of a series of six teacher resource books written by Rife. It has great information that can be copied for the classroom. It also has lots of black line masters ready to copy for student use.

Rife, Douglas M., ***The Star Spangled Banner***, History Speaks. Carthage, IL., Teaching & Learning Company, 1998, ISBN 1-57310-130-3. This is one of a series of six teacher resource books written by Rife. It has great information that can be copied for the classroom. It also has lots of black line masters ready to copy for student use.

Sunburst Communications videos

Symbols and Ceremonies: Celebrating America. Grades 3-8. 23-minute video, 8 " x 11" teacher's guide, 17 student worksheets. Order # 0739-P9

A Field Trip to Yesterday: ***Historic Philadelphia.*** Grades 3-8. 22-minute video, 8 " x 11" teacher's guide. 20 student worksheets. Order # 0918-P9

What Is a Flag?. Grades K-3. 18 minute English video, guide. Order # 2733-P9

A Pledge Is a Promise. Grades K-4, 15 minute English video, guide. Order # 2737-P9

Sunburst, division of Houghton Mifflin Company, Dept. P9, 101 Castleton St., Pleasantville, NY., 10570. www.SUNBURST.com

Waters, Kate, The Story of the White House. New York, Scholastic Inc., 1991, ISBN 0-590-43334-2. This book gives a photographic tour of the White House. It is a picture book with captions describing the pictures and giving information about our president's home. It is available in paperback.

We the People. Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA., 91302. (818) 591-9321. 1987, ISBN 0-89818-110-0. This is a student text written for 5th grade reading level. It is a book that makes the child feel he is right there in history where the event is taking place. It keeps the child interested in the history he is learning.

Web Pages

A. Benjamin Franklin http://odur.let.rug.nl/~usa/LIT/franklin.htm

B. Thomas Jefferson http://odur.let.rug.nl/~usa/P/tj3/about/jeffersonxx.htm

C. George Washingtonhttp://earlyamerica.com/lives/gwlife/index.html

D. John Adams http://www.ADAMSJOHN.NET/

E. Abigail Adams http://www.firstladies.org/ABIGAIL_ADAMS/FL.HTML

F. James Madison http://www.leftjustified.com/leftjust/lib/sc/ht/fed/mbio.html

G. Dolley Madisonhttp://www.firstladies.org/dolley_madison/fl.html

H. Mary Pickersgill http://www.sos.state.md.us/sos/kids/html/marypick.html

I. Francis Scott Key http://www.icss.com/usflag/francis.scott.key.html

J. Betsy Ross http://www.ushistory.org/betsy/flagtale.html

IV. **Symbols of Our Freedom**

A. The Flag http://bensguide.gpo.gov/3-5/symbols/flag.html

B. The Bald Eagle http://bensguide.gpo.gov/3-5/symbols/eagle.html

D. Star Spangled Banner http://bensguide.gpo.gov/3-5/symbols/anthem.html

F. The Liberty Bell http://bensguide.gpo.gov/3-5/symbols/libertybell.html

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Teacher Lesson Plans Outline

History Social Science Content Standards

Third Grade

California History - *Social Science Standard : 3.4 Students understand the role of rules in our daily lives, and the basic structure of the United States government, in terms of:*

1. *Why we have rules, laws, and the U.S. Constitution, the role of citizenship in promoting rules and laws; the consequences for violating rules and laws*
2. *The importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life*
3. *The stories behind important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)*
4. *The three branches of government (with emphasis on local government)*
5. *How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system*

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6. *The lives of American heros who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)*

Fifth Grade

California History - Social Science Standard : 5.7 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:

1. *the shortcomings set forth by the Articles of Confederation's critics*
2. *the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights*
3. *the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty*
4. *how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, those reserved to the states*
5. *the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution*
6. *the songs that express American ideals (e.g., America the Beautiful, The Star Spangled Banner)*

Eight Grade

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. *Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.*
2. *Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").*
3. *Analyze how the American Revolution affected other nations, especially France.*
4. *Describe the nations blend of civic republicanism, classical liberal principles, and English parliamentary traditions.*

Assessment: Each student will create a research paper about a symbol of freedom. The student will make a poster, video, or story board to explain why he/she feels that symbol of freedom is important to American citizens. They will use the materials in this unit to

support their position. *There will also be other student assessment opportunities in this unit for the teacher.*

1. *Creating a personal bill of rights*
2. *Writing a found poem*
3. *Designing a school / classroom flag*
4. *Role playing of events*
5. *Creating a school / classroom pledge*
6. *Mock trial*
7. *Writing an "I Am" poem*
8. *Writing a play about a historical event of this period*
9. *Doing research on the topic*
10. *Writing letters asking for information*

Documents and Symbols and American Freedom

Outline

I. Introduction / Teacher's Lesson Plans

A. Historical Narrative of this period
B. Lesson Plans and appropriate Blackline Masters

II. Documents of Our Freedom

A. Mayflower Compact
B. Declaration of Independence

- Role playing of the writing and signing

C. Constitution

http://www.nara.gov/exhall/charters/constitution/confath.htm

1. Do research on the writers of the Constitution
2. Have students write an "I Am" poem about being a citizen of the United States

D. Three Branches of Government

1. Write letters to Washington D.C. asking for information about the three branches of government

E. The Bill of Rights

http://pacific.discover.net/~dansyr/billrigh.html

1. Hold a mock trial about one of the rights in the Bill
2. Make a story board with captions of the Bill of Rights

III. Important People in Our Fight for Freedom

A. Benjamin Franklin

http://www.english.udel.edu/lemay/franklin/

B. Thomas Jefferson

http://odur.let.rug.nl/~usa/P/tj3/about/jeffersonxx.htm

C. George Washington

http://earlyamerica.com/lives/gwlife/index.html

D. John Adams

http://www.ADAMSJOHN.NET/

E. Abigail Adams

http://www.firstladies.org/ABIGAIL_ADAMS/FL.HTML

F. James Madison

http://www.leftjustified.com/leftjust/lib/sc/ht/fed/mbio.html

G. Dolley Madison

http://www.firstladies.org/dolley_madison/fl.html

H. Mary Pickersgill

http://www.sos.state.md.us/sos/kids/html/marypick.html

I. Francis Scott Key

http://www.icss.com/usflag/francis.scott.key.html

J. Betsy Ross

http://www.ushistory.org/betsy/flagtale.html

1. Students research one of the above people
2. Students role play one of the characters
3. Video tape the above role play

IV. Symbols of Our Freedom

A. The Flag

http://bensguide.gpo.gov/3-5/symbols/flag.html

- Students design a school / classroom flag

B. The Bald Eagle

http://bensguide.gpo.gov/3-5/symbols/eagle.html

- Research and find your state bird, animal, and flower
- Draw and write captions for the above

C. The Pledge of Allegiance

1. a. Create a school or classroom pledge
2. b. Compare National Pledge of Guyana with our Pledge of Allegiance

D. Star Spangled Banner

http://bensguide.gpo.gov/3-5/symbols/anthem.html

1. Create a "Found Poem" from the text of the Star Spangled Banner
2. Draw an illustration to go with the text of the Star Spangled Banner
3. Listen to national anthems from other countries and compare/contrast them
4. Listen to or read text of New Zealand's national anthem
5. Listen to or read text of Pakistan's national anthem

E. Independence Hall

1. Create a class play about the writing and signing of the Declaration of Independence
2. Video tape the above play

F. The Liberty Bell

http://bensguide.gpo.gov/3-5/symbols/libertybell.html

- Research where, why, when the Bell was made

G. "Uncle Sam"

1. Find cartoons about this symbol
2. Create a new cartoon character symbol

H. Songs

1. "Yankee Doodle Dandy"
2. "America the Beautiful"
3. "America"

- Research where, when, why the songs were written
- Learn the words and tunes of the above
- Use one of the above tunes and write a modern day song about something that is happening in our country today

I. Holidays

1. Thanksgiving
2. 4th of July (Independence Day)
3. Memorial Day
4. Do research on each of the above holidays
5. Create a play about one of them
6. Perform the play for other classes in your school

K. Modern Symbols

a. Statue of Liberty

- Make a story board of the creation of the statue and its arrival in New York
- Write a paper explaining why the statue is such a powerful symbol of freedom

b. **Washington D.C.**

- Do Research to find out when and why it was chosen to be our capitol

c. **White House**

- Do research to find when it was built and who was the fist president to live in the White House

d. **Memoriais**

- Do Research to find where, when, and why these monuments were built
- Compare / contrast two of the memorials
    1. Washington Monument
    2. Lincoln Memorial
    3. Jefferson Monument
    4. Other modern memorials

V. Glossary

A. Definition of terms used in this unit

VI. **Resource / Credits Page**

Student Worksheets

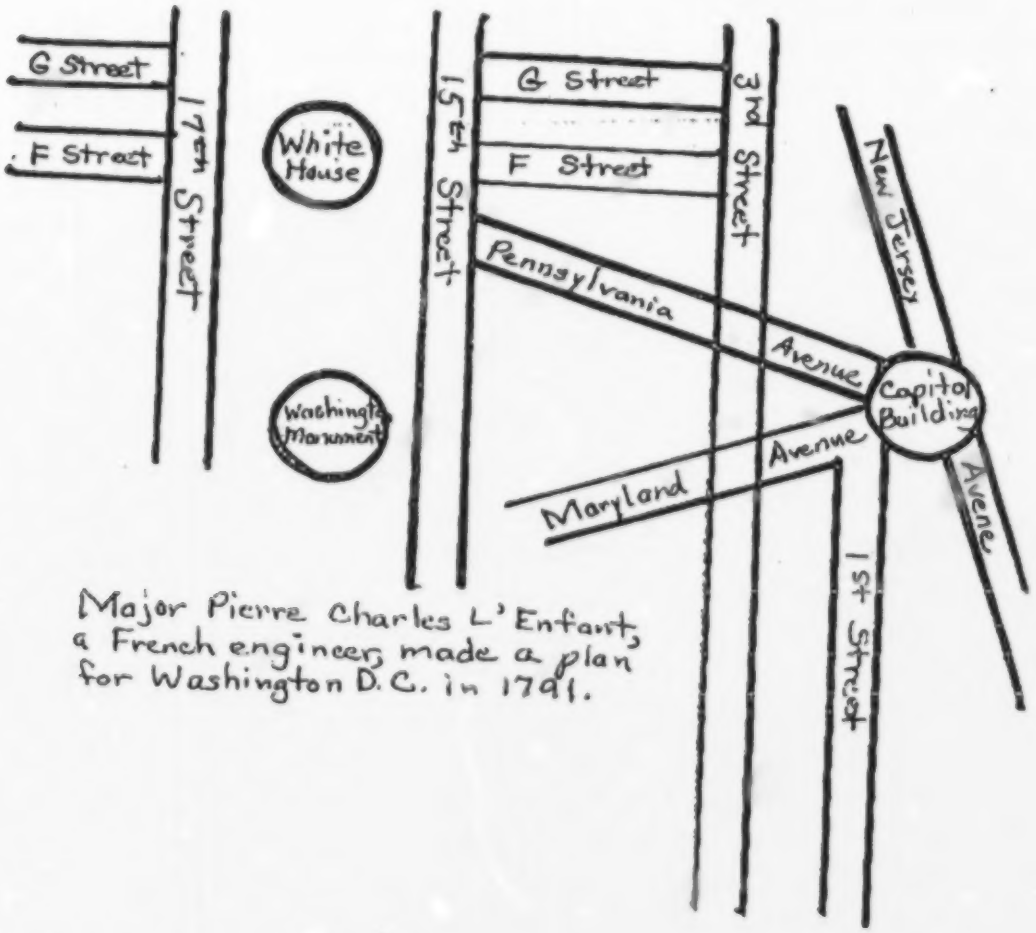
Attached are the different student worksheets

- The Plan for Washington D.C.
- National Anthems of Pakistan and New Zealand
- A Map of Fort Mc Henry
- Guyana's National Pledge to the Flag
- The I Am Poem
- Story Board
- Found Poem

The Plan for Washington D.C.

Plan of Washington D.C.

1. Streets named with numbers ran north and south. ↕
2. Streets named with letters ran east and west. ↔
3. Streets named after states of the United States ran diagonally. ↘ ↙



Major Pierre Charles L'Enfant, a French engineer, made a plan for Washington D.C. in 1791.

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The National Anthem of Pakistan

(Translation)

Blessed be the **sacred** land

Happy be the **bounteous** realm,

Symbol of high resolve, Land of Pakistan,

Blessed be thou **citadel** of faith,

The Order of this Sacred Land

Is the might of the brotherhood of the people.

May the nation, the country, and the state

Shine in glory everlasting.

Blessed be the goal of our ambition.

This flag of the **Crescent and the Star**

Leads the way to progress and perfection,

Interpreter of our past, glory of our present,

Inspiration of our future,

Symbol of Almighty's protection.

God Defend New Zealand

The National Anthem of New Zealand

1. God of nations at thy feet
In the bonds of love we meet,
Hear our voices, we entreat,
God defend our free land.
Guard Pacific's triple star
From the Shafts of strife and war,
Make her praises heard afar,
God defend New Zealand.

2. Men of every **creed** and race
Gather here before thy face,
Asking thee to bless this place,
God defend our free land.
From **dissension**, envy, hate,
And corruption guard our state,
Make our country good and great,
God defend new Zealand.

3. Peace, not war, shall be our boast,
But should foes **assail** our coast,
Make us then a mighty host,
God defend our free land.

Lord of battles in thy might,

Put our enemies to flight,

Let our cause be just and right,

God defend New Zealand.

4. Let our love of Thee increase,

May thy blessings never cease,

Give us plenty, give us peace,

God defend our free land.

From dishonor and from shame

Guard our country's spotless name,

Crown her with immortal fame,

God defend new Zealand.

5. May our mountains ever be

Freedom's **ramparts** on the sea,

Make us faithful unto thee,

God defend our land.

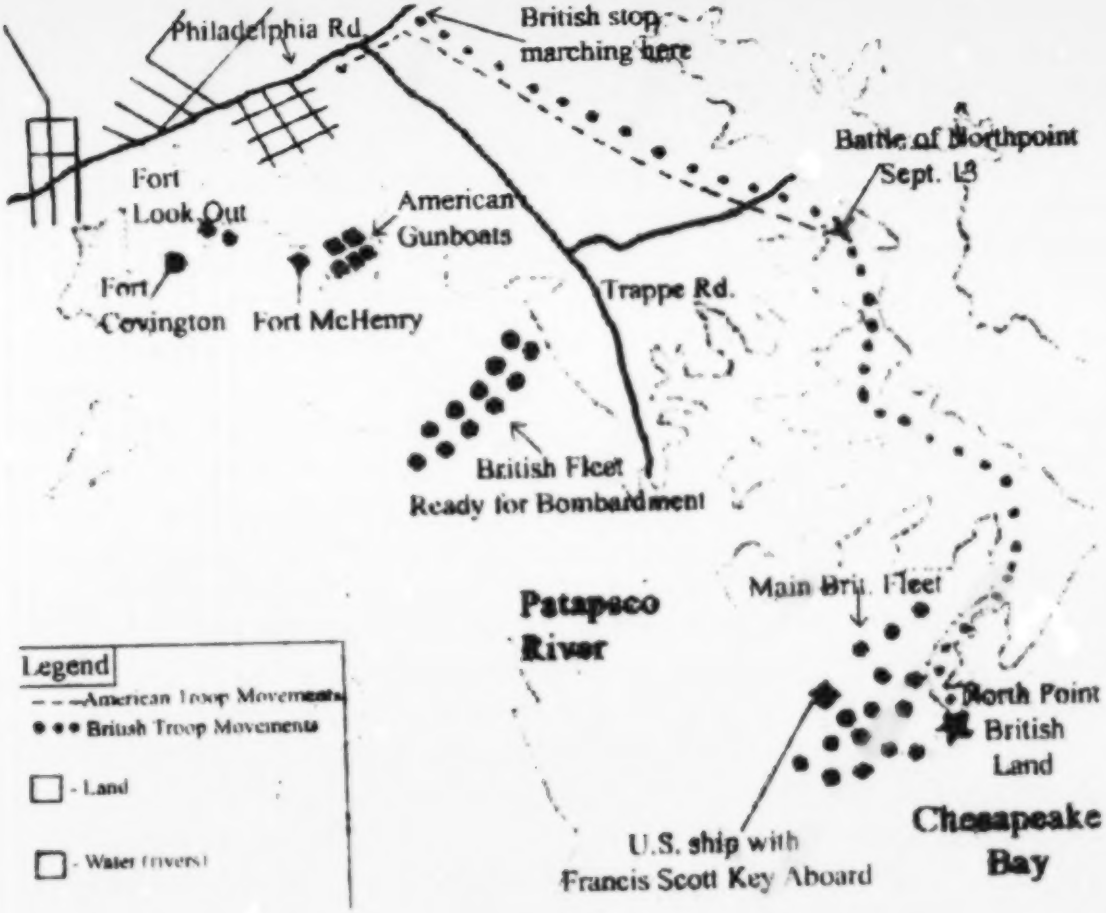
Guide her in the nation's van,

Preaching love and true to man,

Working out thy glorious plan.

God defend New Zealand.

A Map of Fort McHenry



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Guyana's National Pledge to the Flag

I pledge myself to honor always the Flag of Guyana

and to be loyal to my country

to be obedient to the laws of Guyana

to love my fellow citizens

and to dedicate my energies towards

the happiness and prosperity of Guyana.

Guyana's National Fla

represents agriculture and forests

White represents the rivers and the water

represents the mineral wealth

Black represents endurance

Red represents the young and independent country

The I Am Poem

This is a poem that can be used to describe any character, setting, idea or concept fond in literature from language arts, social studies, science, math, and art. The possibilities where you can use it with your class are endless... It can have as many or as few stanzas as you wish. It is a wonderful way to teach about **nouns, verbs,** and **adjectives**. You can change the nouns and verbs you use to fit your lesson. I ask the children to use two adjectives in each line if possible. **First be sure to model one poem the class does together on the board or on chart paper.**

Before I start this activity I always review what a noun is, what a verb is, and what an adjetive is. Then we brainstorm ach of them. While the children are responding with answers, I am writing words on 3" x 5" post it notes to put them up on our **Noun Verb Adjective Word Wall.** I use **Post It** notes because children can take them down and use them at their desks for writing. We have three different word walls up in our room permanently so that the children are learning there are diferent ways and places you can look for help in spelling words.

The I Am Poem

I am	(Two special characteristics the person or thing has)
I wonder	(something the person or thing could actually be curious about)
I hear	(an imaginary or actual sound)
I see	(an imaginary or actual sight)
I want	(a desire)
I am	(the first line of the poem is repeated)
I pretend	(something the person or thing could actually pretend to do)
I feel	(a feeling about the imaginary)
I touch	(an imaginary touch)
I worry	(something that could really bother the person or thing)
I cry	(something that could make the person or thing sad)
I am	(the first line of the poem is repeated)
I understand	(something the person or thing knows to be true)
I say	(something the person or thing believes in)
I dream	(something the person or thing could actually dream about)
I try	(something the person or thing could make an effort to do)
I hope	(something the person or thing could hope for)
I am	(the first line of the poem repeated)

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Story Board

Materials needed for this project:

writing paper	pencil
construction paper	poster board
drawing paper	crayons or markers
glue	scissors

When I first begin doing a story board with my class, I model a very simple one with only four boxes for my students. Either I read, or the whole class reads a book. Then we discuss what events took place in the book and sequence them in order. I write on the white board or chart paper. Then we talk about what an illustration for each of these events would look like if we drew it. Then we discuss what to write in the caption below each illustration. (***Next I very conviently pull out and show the class a story board I had already made up for this book).***

When the sudents are creating their first story board, I have them work with a partner or in a small group. As the class progresses and learns how to do this technique, I increase the tasks I expect them to complete. The story board will become six, or even ten boxes long. They may use a poster board for their work. **The story board is a good assessment tool and good portfolio material.**

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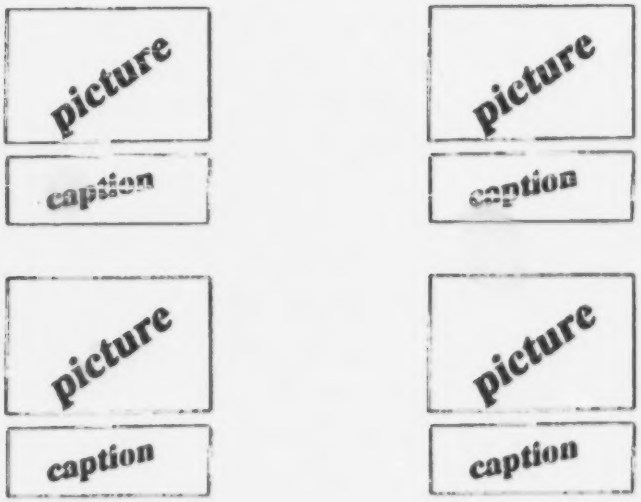
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Found Poem

A Found Poem is a poem that is created by using an existing literary work and creating a new poem from it. Students work in cooperative groups to do this.

Materials Needed:

1. A piece of literature
2. Typed copies of that work for the entire class
3. Three one inch strips of white paper for each student
4. Construction paper and glue for each cooperative group

Directions For Creating The Found Poem:

1. Select a peice of literature-either a story, poem, somg, article, letter
2. Give each student a typed copy of the piece and three one inch strips of white paper
3. Read the selection aloud to the entire class-as the students follow along with the typed copy
4. After the oral reading, have each student choose three favorite phrases from the selection (does not have to be a sentence-just a group of words) and write them on the one inch strips of paper
5. Divide the class into small groups (about 4 - 5 students in a group)
6. The groups then work together arranging and rearranging the phrases into a poem they all agree upon
7. The group then glues the arranged strips on construction paper
8. Each group then shares their poem with the class

EACH POEM IS UNIQUE AND ORIGIONAL

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